DOCUMENT RESUME

ED 233 989 SP 022 831

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TITLE The Reform of Teacher Education: A Review of Current Proposals.
PUB DATE Mar 83
NOTE 29p.
PUB TYPE Information Analyses (070) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Standards; Beginning Teachers; *Educational Change; Higher Education; National Organizations; *Program Development; Program Evaluation; *Program Proposals; Schools of Education; Teacher Associations; *Teacher Education; *Teacher Education Programs; *Teacher Improvement; Teacher Salaries

ABSTRACT

Proposals for reform in teacher education from major organizations are reviewed, summarized, and compared in this document. Concise analyses are presented of: (1) The Need for Quality (Southern Regional Education Board, 1981); (2) "Educating a Profession: Profile of a Beginning Teacher" (American Association of Colleges for Teacher Education [AACTE], 1982); (3) Educating a Profession (Howsam, AACTE, 1976); (4) "Excellence in Our Schools, Teacher Education: An Action Plan" (National Education Association, 1982); (5) Report of the Council of Chief State School Officers' Ad Hoc Committee on Teacher Certification, Preparation, and Accreditation (Council of Chief State School Officers, 1982); (6) "Raising Teacher Quality Levels" (Education Commission of the States, 1982); (7) A Design for a School of Pedagogy (U.S. Department of Education, B. O. Smith, 1980); (8) "Teacher Competence," Focus (Educational Testing Service, 1982); and (9) American Federation of Teachers (AFT), AFL-CIO on "Teacher Education and Retention," (AFT, 1981). Brief descriptions are given on other reports, related to the improvement of the profession, by the National Commission on Excellence in Education, Carnegie Foundation for Advancement of Teaching, House Subcommittee on Postsecondary Education, Teacher Corps, National Association of State Directors of Teacher Education and Certification, and Teacher Education Council of State Colleges and Universities. (JD)

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THE REFORM OF TEACHER EDUCATION:

A REVIEW OF CURRENT PROPOSALS

Robert A. Roth

Teacher education has been under considerable criticism for many years. This criticism has been even more severe in recent years ("Help! Teacher Can't Teach," Time, June 16, 1980; "Teachers Are in Trouble," Newsweek, April 27, 1981: "Why Teachers Can't Teach," Lyons, Phi Delta Kappan, October 1980; "Schools of Education Must Stop Being a Joke," Bunzel, Cleveland Plain Dealer, November 3, 1981).

In response to concerns about the preparation of teachers, a new wave of proposals for reform have been developed. Although recommendations for change have been proposed in the past, almost every major organization related to teacher education has developed a proposal within the last two years. In addition, national commissions or studies have been established by the President, Congress, and federal agencies.

With so many major proposals in a relatively short period of time, one question posed is how are they different and what are the similarities among proposals. In order to respond to this question each of the proposals has been reviewed, summarized, and compared. Thus, for the first time, a concise analysis of the myriad of proposals is available in a single document.

The Need for Quality (Southern Regional Education Board, 1981)

A general recommendation of the Southern Regional Education Board was that "improved teacher salaries should be a major part of comprehensive efforts to improve quality, and states should attempt to set short and intermediate range salary goals to signal their commitment to present and future teachers." In addition, there were 25 specific recommendations made. These recommendations fell into three major areas: (1) improving the

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quality of teachers and other school personnel; (2) improving the curriculum at the secondary and postsecondary levels; and (3) coordination between the sectors of education. A summary of the recommendations pertinent to teacher education follows.

1. States should apply selection procedures throughout the entire teacher preparation process rather than at the end point only. This should start with tighter admission standards and with performance evaluation of all beginning teachers, and should include testing with specified passing scores set at sufficiently high levels to screen out unqualified and attract gifted students.
2. State departments of education and higher education agencies should study the feasibility of developing a regional assessment of teacher selection techniques. This includes a critique of teacher selection tests and other evaluation processes.
3. The 14 states in the SREB region should accept a common test to avoid re-testing teachers and to accommodate interstate migration of well qualified individuals.
4. Ongoing evaluation of teacher education programs should be a joint activity of the state higher education board and the state board of education. The states should assess the need for and the quality and productivity of all teacher education programs, including private colleges, and a top priority should be to eliminate unnecessary duplication and to consolidate programs.
5. States should require coordination between schools and teacher education programs to provide quality student teaching assignments. Improved monitoring is needed in both sectors. Early and sustained exposure to the classroom should be required beginning with the junior year.

6. Rigid and unnecessary certification requirements should be removed. Specific responsibilities should be identified for the state and the educational institutions. All beginning teachers should be given provisional certification, including arts and science graduates for secondary school positions, until the performance of these beginning teachers has been evaluated. Weaknesses should be addressed before regular certification is granted. The effects of the revised certification process should be evaluated on a regional basis.
7. States should develop an array of incentives to attract science and math teachers, including scholarships or loan programs similar to state subsidies for medical personnel.
8. Certification requirements should permit graduates in mathematics and science who lack professional education to teach at the secondary levels, with safeguards to insure the quality of instruction.
9. A model for the effective delivery of vocational guidance in the region's high schools should be developed and preparation programs and staff development activities should be designed to correspond to the delivery model.
10. A panel of school, college, and business personnel should be convened to consider improvements in the development of effective school leaders.
11. Certification rules for skilled personnel to staff occupational programs should be analyzed in terms of the relevancy of professional education courses and formal degrees.
12. State laws should tie teacher pay increments and re-certification to completion of meaningful graduate education or staff development activity. Staff development should be locally derived and

based on a state approved plan. These plans should address the needs of the individual teacher as identified by performance evaluation, as well as the objectives and problems of schools.

13. Staff development funding for local schools should be increased contingent on strong joint efforts by administrators and teachers in the design of staff development plans. These funds may be used to purchase college or faculty services that best meet their staff development needs.

14. Colleges and universities should use salary and promotion procedures that explicitly recognize faculty service to schools, particularly when in answer to a school district request for staff development assistance.

15. (#23) Where separate boards exist in a given state, joint meetings of these boards should be scheduled with initial attention being given to review of teacher education programs, strengthening the continuing education of teachers, and a review of the accreditation system for schools and colleges.

SREB published a subsequent document titled The Pursuit of Quality in which examples of progress toward implementation of the recommendations were described. The report provided data on the status of teacher testing in SREB states as of May, 1982, salaries of public school teachers, methods of solving science and mathematics staffing problems, and state certification rules as they relate to staff development.

"Educating a Profession: Profile of a Beginning Teacher" (American Association of Colleges for Teacher Education, 1982)

In October, 1980, AACTE and the National Education Association initiated a joint project "Profiles of Excellence" which focused on knowledge and skills for beginning teachers. Through joint efforts in 1981,

NEA developed a document entitled "Profiles of Excellence on Teacher Education." In November, 1981, NEA announced it would keep future drafts within its own organization, and AACTE continued work on its own version which led to "Educating a Profession: Profile of a Beginning Teacher." The document describes the framework for an initial teacher education program. It proposes four integral, interactive, adaptable program components: general education, preprofessional study in the disciplines, undergirding pedagogy, academic specialization, and professional study.

There are five salient features of the recommended framework: 1) the depth and breadth of the general education component, as linked to teacher education responsibilities; 2) the definition of adequate depth in fields of academic specialization; 3) the emphasis on the social sciences on which pedagogy is based; 4) the clinical experience strand which permeates professional course work; and 5) the emphasis on generic teaching skills which represent a broadened professional base for most K-12 and secondary education programs.

The document proposes that the most fundamental outcome of the general education component is a teacher skilled in the art of communication. In the area of preprofessional study, the document proposes that teacher education programs must provide an adequate theoretical foundation in the undergirding disciplines, primarily the social and behavioral sciences. The guiding principle in an academic specialty is ascertaining whether the teacher candidate has sufficient knowledge of the subject(s) to instruct learners at their levels of readiness while remaining true to the structure of knowledge in the academic discipline(s). The pedagogical component is comprised of the following:

a) foundational studies in education

b) generic teaching knowledge and skills

c) specialized pedagogical knowledge and skills

d) a series of related field and clinical experiences culminating in a beginning teacher program that provides support for peers, higher education faculty, and school supervisors.

Nine generic teaching skills are proposed as being common to all teaching experiences and useful in every subject, field, grade level, and student population. The beginning teacher program that provides support from peers, higher education faculty, and school supervisors appears to be similar to the concept of an internship or extended program in teacher education.

Other AACTE task forces are working on related topics which are extended programs, competency assessment of teachers, and accreditation. The Teacher Competency Assessment Report of February 17, 1982 states that the time for action on teacher competency assessment is now. It urges colleges and universities to design and implement assessment programs for entry, rentention, and exit.

Educating a Profession (Howsam, American Association of Colleges for Teacher Education, 1976)

This document contains an initial set of 24 assertions which underlie its recommendations. The report contains a total of 52 recommendations regarding governance, career long preparation, and quality control of teacher education. The first seven recommendations relate to the federal government and indicate that the U.S. Office of Education and other federal agencies should provide strong and vigorous support in order to improve teacher education. The next five recommendations address the role of states and their education departments in assuring that only quality programs are permitted to prepare teachers and that states should provide

appropriate support levels as a high priority in order to assure quality teacher education programs.

Several recommendations address the need for the organized teaching profession having responsibility for professional standards and cooperation among all those concerned with the teaching profession in order to achieve the common goal of improved teacher education. Several recommendations also address the issue of professional development and suggest that each school system must provide significant support for this activity and allocate at least 20 percent of its professional salaries to growth opportunities for teachers. It also recommends that states provide such financial support and that teacher centers be given considerable attention.

In the section on career long preparation, recommendations are made regarding preservice education indicating that an instructional team within institutions of higher education should be developed, and the program should include a pre-education component derived from the undergirding disciplines which should be interdisciplinary. It further recommends that teacher education is best when it is campus-based and field-oriented and some teacher education centers be located away from the campus and that communities, local education agencies, and institutions of higher education work collaboratively to provide quality programs.

The document also recommends that the preparation for initial service be conducted in a five-year sequence combining both bachelor's and master's degrees, and that an internship be established as a minimum of one-year of supervised employment and that it be an integral part of all teacher preparation programs. Continuing inservice education subsequent to the internship and fifth-year programs should be focused primarily in local school systems to insure responsiveness to school and community needs.

In the section on quality control, the document calls for rigorous admission and selective retention policies. In addition, accreditation should remain nongovernmental and provide full public disclosure of its results, in addition to placing major emphasis upon the products of training programs. Once several conditions are met regarding accreditation, such accreditation should be mandatory for all institutions preparing teachers.

Teacher education programs should identify the special skills of each candidate and make this information available to prospective employers. In order to support the notion of continuing development of teachers, a three-level plan for teacher certification was recommended. The plan would include initial certification for the beginning teacher, continuing certification for the teacher who demonstrates effective performance in professional certification representing high levels of proficiency.

Finally, the document recommends that teacher education institutions contribute data to continue to establish a data base for teacher education, and that funding be made available to state institutions through revised state formulas for financial support of institutions of higher education and that these budgets be at least equal to those provided to other professional programs such as medicine and law. The last recommendation concludes with the recommendation that all participating parties must be involved in a statewide effort to adequately provide for the continuing education of teachers.

"Excellence in Our Schools, Teacher Education: An Action Plan" (National Education Association, 1982)

The National Education Association and AACTE began collaborative work in October of 1980, which led to the development of the NEA document entitled

"Profiles of Excellence on Teacher Education." In November, 1981, NEA announced it would keep future drafts within its own organization. Ultimately, NEA developed the document "Excellence in Our Schools, Teacher Education: An Action Plan" which was approved by the Representative Assembly of the National Education Association on July 4, 1982. In essence, the document addresses those things which are needed to insure that beginning teachers are fully prepared for effective classroom practice, and thus does not speak to matters beyond the initial certification of teachers.

The document maintains that one essential factor has always been missing from the decision making process about teacher education: the expertise of the practicing teacher. It maintains that programs have been based on research and scholarly judgment and not on experience. Programs should be based on what is known about teaching from the perspective of the practitioner, should have more rigorous criteria for admission and graduation, should have substantial opportunities for practice, and should be approved on the basis of standards which are derived from the characteristics of the practice of teaching. Initial certification should be based on several indicators of success, and the application of standards to preparation programs and initial certification should be governed by the teaching profession.

NEA believes that in order to insure beginning teachers can provide high quality instruction, the following six elements must occur:

1. admissions to programs must be based on various types of evidence;
2. teacher education programs must be developed on what the practitioner says needs to be known and done;

3. teacher education must be structured so that the beginning teacher can apply the knowledge base;
4. recommendations for certification must be based on several types of information accumulated throughout the program;
5. standards for approving programs must reflect attention to the above issues; and
6. the state agency for approving teacher education programs and certificating teachers must be autonomous and governed by a majority of teachers.

The document identifies the three major functions of teaching as 1) facilitate learning, 2) manage the classroom, and 3) make decisions. A sample of actions undertaken by teachers pertaining to each of the three functions is provided. This is followed by a description of the learnings, skills, and field-based experiences which derive from the three major functions which are meant to provide teacher preparation institutions with the foundation for reorganizing their programs.

The major portion of the document relates to standards for approving college of education programs. It suggests that teacher education programs should be approved at two levels - nationally through the National Council for Accreditation of Teacher Education (NCATE), and at the state level through an agency such as a professional standards board. The state procedures for approving teacher education programs should follow the NCATE processes in that a representative team be established, on-site visits should occur, appropriate data should be collected, and the team should recommend approval or disapproval. The remainder of this section, which is quite lengthy, provides standards for approving college of education programs, criteria for compliance, and evidence questions for each standard.

The approximately 30 pages provide for a comprehensive set of standards for the approval of teacher education programs.

A subsequent section describes the composition, powers, and responsibilities of the autonomous agency, such as a professional standards board, governed by a majority of teachers which governs teacher preparation program approval and certification. The document concludes with a means of organizing for action to achieve the recommendations and includes a comprehensive assessment checklist for state teacher education agencies. It is designed for use by NEA affiliates to assess the state agency which currently approves teacher education programs.

Report of the Council of Chief State School Officers' Ad Hoc Committee on Teacher Certification, Preparation, and Accreditation (Council of Chief State School Officers, 1982)

The atmosphere created by declining test scores of teacher education candidates, the criticism of teachers and teacher education, and reference to a national emergency in teaching, lead the Council of Chief State School Officers to create a committee in August, 1980. The first major activity of the committee was to conduct a survey of the 50 chief state school officers to determine current state policies affecting the quality of teachers and teaching.

The chiefs showed divergent views on many of the issues; nevertheless, the report suggests some clear needs for action. Fifteen recommendations were provided in the report as follows:

1. The CCSSO should provide leadership in organizing regional consortia of states to facilitate SEA initiatives in teacher education.
2. New standards for basic skills should set cut-off scores as minimum standards for prospective teachers. The resulting

shortages of certified teachers should lead to higher salaries and other incentives that attract able students.

3. SEA chiefs should conduct teacher supply and demand studies in order to make informed predictions about the probable impact of new policies on teacher supply.
4. Minimum standards for entry into teaching should be raised in cooperation with neighboring states.
5. SEAs should issue emergency certificates when teacher shortages occur in accordance with guidelines developed prior to the shortages and in accordance with projections on supply and demand needs.
6. SEA chiefs should turn their attention to recruitment incentives and seek support in state legislatures for innovations such as scholarship and loan forgiveness programs for able students in exchange for a commitment to a given number of years teaching in the state.
7. Federal officials should earmark some federal financial aid to college students for highly able individuals committed to teaching.
8. In considering competency-based program approval, competencies should be tied to evaluation of individual candidates for certification, not just to program curriculum.
9. A determination should be made of which higher education institutions in the region are eliminating teacher education programs and why.
10. New requirements on teacher education programs should be reviewed in terms of their potential effect on the willingness of colleges to continue their programs.

11. Support should be given to measures which facilitate training and certification of talented individuals who do not complete approved undergraduate preparation programs.
12. Federal authorities should allocate federal funds for teacher competency test development, test validation, and research on teacher competencies and classroom effectiveness.
13. Consortia of regional SEAs should be developed to produce regional teacher competency examinations.
14. A major priority should be the development of reliable, valid techniques for using observational data for performance evaluations. The initial goal should be performance-based criteria for certification, not employment.
15. Institutions of higher education and elementary and secondary schools should form partnerships as a vehicle for implementing these recommendations.

It is interesting to note that the essential thrust of these recommendations is focused on the individual candidate for teaching and for certification. Very little is focused on program approval procedures. Throughout the entire document, information is provided from the state survey on a variety of aspects of teacher preparation and certification. It was found, for example, that perhaps the most widespread change in teacher education nationwide has been the introduction of standards for minimum academic ability as a requirement for acceptance into teacher education programs. In addition, almost universally the SEA chiefs believe that higher salaries and better working conditions are needed to attract higher quality teachers into the profession.

"Raising Teacher Quality Levels" (Education Commission of the States, 1982)

This Issuegram begins with a description of the current situation, such as pupil-teacher ratios, supply and demand, prestige levels of teaching, teacher salaries, and bargaining authorizations in 31 states.

The report suggests that each of the solutions are dependent upon funding, and a series of changes must occur since no one solution will stand alone. The report recommends examination of minimum salary schedules in the states. A related issue is whether to target state salary funds to certain teachers to help insure quality and meet specific demands. Other salary issues are determining the best means for distributing a raise in salary levels (a blanket percentage increase, selective increments for certain teachers, etc.), and the best way to allocate state salary funds to school districts such as based on the number of teachers class size, or pupil-teacher ratios.

A second major set of recommendations relate to improvement in expansion of staff development programs. This is identified as the most immediate step a policy maker could take, and that state involvement could reinforce and expand local staff development programs. Specific suggestions are technical assistance from state education agencies, programs from colleges of education, and regional teacher centers.

Another proposal is to extend the school year and provide funding in order to offer additional staff development. The report indicates that careful decisions on the kinds of teachers who should receive inservice training opportunities must be made; e.g., should all teachers have access to the training or should it be targeted to specific types of teachers.

A third area of recommendations relate to controlling teacher candidate quality. Policy makers should consider encouraging tougher

college admission standards for teacher education, a screen or test for teacher education graduates before certification, an internship prior to teacher certification, providing degrees of certification in initial teaching years, and making certification a career long process with renewals required at specified intervals. In addition, consideration should be given to grants, scholarships, or low interest loans to high quality teacher candidates and the specific conditions under which such grants would be provided.

The third major area of concern is improving schools of education. It is recommended that schools of education prepare their students to serve local, state, and national needs. Relationships with SEAs, local districts, business and industry, and others are needed to identify needs and provide direction. Policy makers need to identify and facilitate these relationships. Schools of education are to be held accountable by a state board, a coordinating body, or a teacher quality commission which would monitor institutional performance and establish controls. Funding formulas for schools of education may need to be altered in view of new priorities, and new funding formulas may need to be devised.

A Design for a School of Pedagogy (U.S. Department of Education, B.O. Smith, 1980)

This document is basically a historical treatment of the development and issues in teacher education, but concludes with recommendations as how to achieve the proposed conditions. There are three main parts in the document. Part 1 deals with institutional alignment and programs and describes a professional school of pedagogy. Part 2 deals with pedagogical knowledge and describes various dimensions of this concept, including a profile of generic and specific knowledge for pedagogical training. Part 3

describes how to achieve the school of pedagogy described earlier in the document.

The last section on achieving the school of pedagogy initially deals with modes of change and how they can be applied to this situation. This section also describes what factors need to be changed, both internal and external, in order to move from the present academically oriented program into a clinical program which is recommended. Under external circumstances which must be realized in order to achieve the proposed school of pedagogy are the following:

1. state support of pedagogical schools which is based on program needs rather than full-time students;
2. state recognition and financial support of the public schools as a training laboratory;
3. accreditation which makes a clinical program a necessary condition at a post-baccalaureate level;
4. a statewide system of rigorous examinations in three domains;
5. the pedagogical program must be insolated from the influence of the graduate school.

The internal changes to be made, that is with the faculty and schools of education, are the following:

1. command of clinical knowledge and skills and ability to train prospective teachers in these;
2. improved relationships with the public schools and their faculties; and
3. changes in beliefs about pedagogical education.

In order to achieve the proposals, it is recommended that program financing is an indispensable condition, and it is suggested that clinical work accompanying courses in academic pedagogy require at most a ratio of

ten students per instructor and that there should be clinical instructors in the public school classrooms who are members of the college faculty and paid at the same rate as their college peers. It if further proposed that the number of schools offering programs in pedagogical education must be radically reduced, and this can be accomplished partially by moving pedagogy to the post-baccalaureate degree level.

To achieve the conditions, two approaches are proposed. First, a state level council of prestigous citizens to study and make recommendations to the state legislature. If this were augmented by similar work of a national council, the chances of success would be greatly increased. A second alternative is if two or more pedagogical deans take the initiative and set an example for the nation. Part of this thrust would be to provide policies of promotion in rank and pay to reward those who are effective in clinical work, no less than those who are successful as research workers.

"Teacher Competence," Focus (Educational Testing Service, 1982)

This document provides an overview of many of the conditions in teaching and begins with a reference to a crisis of competence in view of evidence that some teachers were scarcely more skilled in the basics than their students, as determined in 1978 in the Dallas Independent School District. Also described are the shallow talent pool, the salary gap, stress in the profession, and the fact that many critics believe the problem is deeply rooted in the way teachers are trained. A conclusion is that there is an impending breakdown in that many of our current bright teachers will soon leave the profession and the profession will be filled with a generation of the most ignorant students who have gone into teaching.

In order to alleviate the concerns several common practices are cited and supported. It proposes that both in the short and long run higher salaries will remain the key to attracting top people to teaching. In addition higher admissions standards and tougher curricula in teacher education schools are cited. Five year programs and other quality innovations may attract brighter undergraduates and prevent the calamity from occurring. Combined with tightened entrance requirements the five year program could make teacher education more respectable academically. A major thesis of the pamphlet is that a tough teacher education program would indeed draw quality students. A number of case studies involving successful programs with more rigorous standards are cited to support the case.

American Federation of Teachers, AFL-CIO on "Teacher Education and Retention," (AFT, 1981)

In September 1981 the American Federation of Teachers presented a statement at the hearings of the Subcommittee on Postsecondary Education of the Committee on Education and Labor, U.S. House of Representatives. Major areas addressed were the need for a competent teaching force, accreditation, the teacher education program, teacher certification and licensure, and inservice and professional development. In general the document pointed to a need for federal leadership in a variety of areas addressed in the paper.

The statement indicated that there is little disagreement that our total postsecondary accreditation system is both ineffective and inefficient, and called for a rigorous dialogue on the many accreditation issues.

Admissions practices are plagued by the fact that minimal salaries, low prestige, and poor working conditions are likely causes of education's failure to continue to attract bright students into the profession. It thus calls for standards for entrance to teacher preparation which must be developed and strongly enforced. The AFT, however, opposes establishing quotas on admissions, but prefers rather to improve the counseling of students regarding market prospects.

In terms of content the document did not support extended programs but referred to a growing need for instruction on use and application of research. Also of note was the inadequate financing of teacher preparation and a need to look at liberal arts, the other professions, and new priority areas in the teacher education curricula. The practicum should begin as soon as a student enters the teacher preparation program and requires much greater collaboration between schools of education and the K-12 schools. AFT also supports a two to three year teacher internship prior to certification.

Teacher certification licensure should provide for much greater involvement of teachers and teacher educators in setting and maintaining standards for the profession. AFT advocates use of a written examination which tests the level of literacy, knowledge of subject matter and pedagogy to qualify for entrance into the profession and prior to acceptance in a teacher internship program.

Finally, the statement addresses the needs for improved inservice and professional development indicating that no mechanism exists to award teachers for academic achievement or to motivate them to expand their intellectual and professional horizons. The concept of teacher centers was also referred to as a viable approach for professional development.

In July 1982, the AFT convention adopted a resolution on "Teacher Preparation and Quality Education" which essentially summarized the statements presented to the Subcommittee on Postsecondary Education.

Other Reports and Activities

A number of other activities have been initiated in order to reform teacher education. In addition, other agencies have produced testimony or brief reports related to the improvement of the profession. Some of these will be briefly described here to provide a further perspective on the nature of the calls for reform.

National Commission on Excellence in Education

The National Commission on Excellence in Education was established by Secretary of Education T. H. Bell in August 1981, in order to improve the quality of American education. The commission is charged with making recommendations to the nation and to the Secretary to promote excellence in public and private schools, colleges and universities. An interim report indicated that new teachers need to begin with some type of trial period, and career ladders and promotion schedules should be created. A report on the Commission is expected in March 1983.

Carnegie Foundation for Advancement of Teaching

Ernest L. Boyer, President of the Carnegie Foundation, has stated that teacher education must be strengthened and better students attracted to the profession. In a speech at Yale University in January 1982, he recommended solid training in academic subjects and early apprentice experience in the classroom. He also recommended that teacher education and certification be separated into a two step process. The beginning teacher who is certified

upon completion of a degree program would have to undertake an apprenticeship before receiving teacher certification. He also recommended re-certification perhaps every five years to identify and retain competent teachers. He indicated colleges must find ways to attract better students. He suggested this might be accomplished if the field offered more career ladders.

In testimony before the House Postsecondary Education Subcommittee, Boyer stated that the country is in a crisis of enormous proportions. He indicated there has been no selectivity in recruiting future teachers who often receive inadequate preparation and face an appalling lack of rewards when they become teachers.

House Subcommittee on Postsecondary Education

Representative Paul Simon introduced a resolution which calls for the states establishing commissions on teacher excellence to undertake consideration of the broad range of factors involved in the entire process in which teachers are recruited, selected, trained, and retained . . . . including certification and continuing professional development. The House Education and Labor Committee approved the resolution July 27, 1982.

Teacher Corps

Teacher Corps has sponsored a study of critical issues in teacher education and staff development. A report is expected in September which is the result of a six month project involving representatives of the major organizations in teacher education. The report "Agendas for Teacher Education" will be published in Spetember by ERIC and the American Association of Colleges for Teacher Education.

National Association of State Directors of Teacher Education and Certification

NASDTEC testified before the National Commission on Excellence in

Education in May 1982. Essentially the testimony called for a working relationship among the various national organizations which have legal responsibilities for the preparation of education personnel. In addition, the NASDTEC recommendations addressed necessary conditions for state standards for teacher education as follows.

1) Standards for teacher education should account for what is known about learners and learning in the public schools.
2) Standards for teacher education should be sufficiently comprehensive and detailed to provide a clear definition of the public interest.
3) Standards for teacher education should be based on needs of learners and teachers relative to the goals, objectives and competencies of the public school curriculum.
4) The state's systems for evaluating and approving teacher education programs that result in certification should provide sufficient data to determine whether or not the public interest is being served.

NASDTEC further called for federal support to provide the collaboration among these various national agencies and indicated that any approach to excellence in education that ignored the primacy of the state department of education's role would not be implemented systematically and therefore will not impact on the adoption in classrooms regardless of the amount of resources allocated for dissemination.

Teacher Education Council of State Colleges and Universities

TECSCU adopted a position statement and resolution at its annual meeting in February 1982. The resolution primarily addressed the accreditation of preparation programs for professional education personnel. TECSCU

recommended two levels of accreditation for teacher education:

1) Institution accreditation made by the state and state accreditation
2) State accreditation with uniform standards and processes monitored and approved by a national accreditation body.

The national accreditation would be governed by a non-governmental body having responsibility for the establishment of a process for review by the profession of standards, monitoring and reporting the extent to which states enforce compliance with the standards for accreditation, and annually listing the states and institutions that have met the established professional standards. The governing body would effect agreements for certification reciprocity and determine penalties for states that are in non-compliance with nationally recognized standards for accreditation.

The Association of Schools and Colleges of Education in State Universities and Land Grant Colleges

ASCESULGC has supported the development of extended teacher education programs at its meeting in October 1981. The association approved seven resolutions setting standards for extended programs including requirements of 150 credit hours for graduation and internships of at least ten weeks.

Conclusion

Calls for reform are not new, shelves are filled with proposals bottled and labeled "reform." The calls for reform have again been renewed and the old "reform" bottles have been pulled from the shelves. But perhaps something new is being added; the recognition that reform cannot be limited to one segment, it must be widespread from improved selection and admission criteria to increased salaries to continuous professional development.

There clearly is a common base of concerns and from this a number of common proposals have been made. Issues more frequently cited are examinations, improved selections and admission criteria, accreditation, evaluation of teacher education programs, school-college coordination of programs, recruiting highly capable individuals and in specific areas of need, increased teacher salaries, internships, extended programs, and improved state funding for teacher education programs. Although there are a number of commonalities some of the proposals appear to have a different emphasis. Although there is risk in generalizing from a given proposal, a summary of these different thrusts may be helpful. The Council of Chief State School Officers appear to focus primarily on the individual and the certification process. The NEA document appears very clearly to put primary emphasis on program approval. The Southern Regional Education Board looked at certification but was concerned with greater flexibility in the certification system and put less reliance on the approved program approach, although reference was made to program evaluation. The AACTE published a number of different reports dealing with the content of the preparation program, competency testing, and accreditation. In addition, the specificity of the proposals vary considerably since the reports apparently were written for different purposes. Although we are witnessing a new wave of reform in teacher education there have been many waves before with no result. Unfortunately, teacher education has become a graveyard of reforms and the number of reform proposals has been exceeded in number only by the number of articles attacking the teacher preparation system. In the past, as in the present, "each new contribution is touted as a discovery and is often presented in the spirit of a sensational expose' . . . at <u>any time</u> in the history of education anyone could have observed that

there was ferment in teacher education, that there were pressures for reform, and could have recommended that the best minds be brought to bear on the problems." (Mertens and Yarger, 1982, p. 8)

How then can reform, real reform, actually be achieved? Mertens and Yarger suggest that some mechanism is needed for ensuring that teacher education is protected from the vagaries of issues such as teacher demand. Since attempts at strengthening teacher education have been thwarted by market conditions during both teacher shortages and teacher surplus. They thus propose that teacher education and teaching as a profession can only be strengthened if all involved parties can be relied on to pull and push in the same direction and recommended therefore that an American Education Congress be established. This would be a very prestigious organization which would have its primary responsibility the development and enforcing policy that transcends the concerns of vested interest groups. It would provide both monitoring as well as leadership for teacher education and the profession as a whole.

It is clear that what is needed is more than calls for reform in teacher education. The problem goes beyond teacher education and extends to the entire profession and thus the solutions must also extend throughout the entire profession. Indeed better selection and admission criteria, more rigorous programs, and improved professional development could contribute to the improvement of teacher education. However, alone they have not and cannot achieve this objective. What is needed is a combination of reform activities throughout the entire profession including the conditions of practice so that the salary and rewards of teaching can attract more capable gifted students. Again, however, the reward system alone may not achieve the objectives. However, the combination of more rigorous programs and selection in addition to a significantly improved reward system holds

significant promise for achieving the long sought objective. This cannot be achieved without a monumental effort incorporating the cooperation of all the educational constituencies as well as the federal government and state agencies. In other words, teacher education and improvement of the entire profession must become a national priority.

SREB Task Force on Higher Education and the Schools, The Need for Quality (Atlanta: Southern Regional Education Board, 1981).

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B. Othanel Smith, A Design for a School of Pedagogy (Washington, D.C.: U.S. Government Printing Office, 1980).

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SUMMARY OF REFORM ISSUES

Document and Page Found

Issue	SREB	NEA	CSSO	ECS	AACTE (1982) *Competency-1982	AACTE (1976)	DOE (Smith)	ETS	AFT
Testing	6		4,6	3	*4,5		111		13
Selection/Admission	6	5	4-5	3		119-20		19	8-9
Accreditation		13				123-4	111		4-8
Program Evaluation	8	13-53		4		54			6-7
School-College cooperation	8	1-3,16	6	4		97	111		11
Funds: Math/science & able	13		5	5					
IHE reward school service	16					92	113		11
Teacher salaries	3		4	2				17	
Internship/induction				3	13	100			11-12
Extended programs						99	111	16-17	
Federal support			5			48-51			1,7,13
State support teacher educ.	16			4		56-131	111		10
Provision certificate	10					125			
Consolidate programs	8						111		
Performance evaluation	6		6						
Early experiences	8	15							11
Professional devel. asst.	16			3		64-65 102-3			14
State boards coordinate	26					55			
State criteria	6		4						
Less rigid certification	10-13		6						
Profession establish stnds.		2,43				56,76			13
Profession practices board		43							
Research; supply-demand			4,5			51			10
Recertification-pay link	16								
Vocational guidance	13								
Develop school leaders	13								

Figure 1